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ABSTRACT

The problem of sexual harassment in junior and senior high schools is addressed in this practicum. Its major goals were to raise the awareness and understanding of sexual harassment and to create a school environment that does not tolerate sexual harassment. It was found that both students and staff possessed a poor understanding of what defines sexual harassment and the damaging effects it has on its victims. The setting for this study was a small public school district in the midwest, which had no sexual harassment policy for students. Most of the students came from white, middle class families. Sexual harassment was occurring on an almost daily basis within the school district, although most of the perpetrators did not realize that their actions were considered sexual harassment. Specifics on how the new program was instituted are discussed. Four of the five projected outcomes of the practicum were met: the school district adopted a strong policy prohibiting sexual harassment; at least 80% of all staff and students came to understand what sexual harassment is; complaints and reports of sexual harassment decreased; and students were able to demonstrate their knowledge regarding sexual harassment. Recommendations for implementing this practicum in other settings are provided. Appendices include two pre-training quizzes and several case studies with answers. Contains 16 references. (RJM)

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ED 400 503

Raising the Awareness of Sexual Harassment and Preventing Its Occurrence in the Junior/Senior High School Environment

by

Pamela Kraus

Cluster 56

A Practicum II Report Presented to the Odd. Program in Child and Youth Studies in Partial Fulfillment of the Requirement for the Degree of Doctor of Education

NOVA SOUTHEASTERN UNIVERSITY
1996

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PRACTICUM APPROVAL SHEET

This practicum took place as described.

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3-30-96

This practicum report was submitted by Pamela Kraus under the direction of the adviser listed below. It was submitted to the Ed.D. Program in Child and Youth Studies and approved in partial fulfillment of the requirements for the degree of Doctor of Education at Nova University;

Approved:

Date of Final Approval of Report

Dr. Georgianna Lowen

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I wish to extend my sincere thanks to Dr. Georgianna Lowen, my advisor, who offered support and advice through the practicum process from concept to report.

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ABSTRACT

Raising the Awareness of Sexual Harassment and Preventing Its Occurrence in the Junior/Senior High School Environment. Kraus, Pamela, 1996: Practicum Report, NOVA Southeastern University, Ed.D. Program in Child and Youth Studies. Sexual Harassment/Gender Issues/Hostility/Adolescents/High School/ Women Studies.

This practicum was designed to address the problem of sexual harassment in the junior/senior high school environment. Both students and staff possessed a poor understanding of what defines sexual harassment and the damaging effects it has on its victims.

The major goals of the practicum were to raise the awareness and understanding of sexual harassment and to create a school environment that does not tolerate sexual harassment. The writer provided opportunities for staff and student training and facilitated the development of a school district policy addressing sexual harassment.

Analysis of the data revealed that increased understanding of sexual harassment did occur among both students and staff. In addition, a policy now prohibits all members of the school community from engaging in sexual harassment.

* *

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CHAPTER I

INTRODUCTION

Description of Community

The setting where this practicum took place is a small public school district (grades PK-12) located approximately sixty miles from a large metropolitan city in the Midwestern United States. Previously a rural community made up of dairy farms and vegetable farms, the village of 3,000 people is rapidly becoming a bedroom community for the industries that have moved westward from the metro area. Close proximity to an east-west tollway has resulted in projections for growth in the next ten years that will increase the present school enrollment of 1,076 to at least 7,000 students.

Writer's Work Setting and Role

The majority of students in the school district come from white, middle class families. Approximately 60% of all high school seniors continue their education beyond high school. Although some drug use is known to exist in the community, alcohol consumption by minors is the most prominent problem dealt with by the parents and school administrators. Gangs do not exist within the school or community at the present time.

The junior high school consists of grades 6 through 8 with 75 females and 126 males, it is located within an elementary school building consisting of grades K through 8. The high school with 120 females and 65 males, is a traditional ninth through twelfth grade building. These two schools are the only attendance centers in the school district. They are located directly across the street from each other.

There is very little cultural diversity within the school district. The largest minority group represented are Hispanics, 2% of the enrollment. All students speak and comprehend English. Only 2% of the district enrollment receives free or reduced lunch.

The author is the Assistant Superintendent for the school district. As Assistant Superintendent, the writer serves as the hearing officer for the school district. Title IX, Section 504 and special education complaints come to this office. Additional duties include curriculum coordination and serving as a member of the district policy committee.

CHAPTER II

STUDY OF THE PROBLEM

Problem Description

Sexual harassment was occurring on an almost daily basis within the school district. Although most of this inappropriate behavior was not committed purposely as sexual harassment, in some cases this had been found to be true. Sexual harassment between employees, from the staff to students, and between students was blatant.

The use of inappropriate instructional materials, name calling, taunts, innuendos, jeers, offensive gestures and questions, inappropriate touching, kissing, fondling, offensive graffiti and the spreading of malicious rumors were all common occurrences within the school environment. Sexual harassment was happening in the classroom, in the halls and cafeteria, on the buses, in the locker rooms and in the teachers' lounge. Unfortunately most of the people committing these acts of sexual harassment viewed it as harmless teasing, kidding and flirting. Teachers and administrators often regarded students' sexual harassment of each other as normal behavior for students their age or with a boys will be boys attitude.

Although the school district did have a policy prohibiting sexual harassment, it did not apply to students. It also failed to define sexual harassment, state what the penalties for sexual

harassing someone were and did not explain the steps one should take to file a sexual harassment complaint.

The problem that was identified for this practicum was how to raise the awareness and understanding of sexual harassment within the school community and how to prevent its occurrence.

Problem Documentation

A variety of evidence supported the existence of a problem related to sexual harassment within the school setting.

Personnel files from the last five years indicated nineteen incidents where teachers and other staff had been reprimanded for inappropriate remarks or actions in dealing with students. Female staff members had reported six acts of sexual harassment by male staff members within the last two years. One recent incident was of such a serious nature that the offender was dismissed.

Sixty parents had complained within the past year about incidents which involved their children. These had taken place on the buses and could have been classified as sexual harassment.

Nine hundred twenty one discipline records from the past year of both the high school and the junior high school provided documentation of misbehavior by male and female students that met the definition of sexual harassment.

School counselors and social workers were aware of students who felt threatened and embarrassed by direct comments from teachers or materials being used in the classroom.

The confidential minutes of a closed school board meeting reflected discussions of the behavior of an athletic coach, relieved of his duties for sexually harassing the entire girls' volleyball team.

Causative Analysis

Several causes were identified as an explanation of why there was such low awareness of what constitutes sexual harassment and why it was occurring within this writer's place of employment with such alarming frequency. Lack of curriculum, antiquated attitudes, a staff development void, and a weak, ineffective harassment policy contributed to an environment in which sexual harassment was tolerated.

There was no district approved curriculum in place to teach students about sexual harassment and its harmful, long-lasting affects. Most teacher were not knowledgeable enough regarding sexual harassment to teach a comprehensive unit on the subject. Many stated they would feel uncomfortable doing so.

Numerous students, staff and parents had not accepted the changing paradigm of sexual harassment. They were still holding

to the old attitudes and beliefs, being that what today's sociologist identify as sexual harassment is really only teasing, flirting and having fun.

A lack of staff development training regarding sexual harassment awareness and prevention was also recognized as an additional cause for this problem's existence within the school district. No inservice activity had been presented to the employees of the district and the only literature regarding the topic they had ever received was a copy of the district policy on sexual harassment.

In addition, the policy itself was weak, poorly written and did not address student to student sexual harassment. A definition of sexual harassment with examples was missing, as were stated penalties and procedures for reporting harassment.

When examining specific causes of sexual harassment within the school district, this writer came to a conclusion that all of the above mentioned conditions had resulted in a perceived attitude that the behaviors which this writer had identified, discussed and labeled as sexual harassment were accepted and tolerated in this school district.

Relationship of the Problem to the Literature

The professional literature provided a variety of information regarding sexual harassment in the public school setting. Sexual harassment is a relatively new term and concept under the law, however, it has existed in society for generations of time. Sexual harassment is usually defined using the definition set forth by the 1980 Equal Employment Opportunity Commission (EEOC) guidelines:

> Harassment on the basis of sex is a violation of Section 703 of the Title VII. Unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature when submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment; submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting the individual; or such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive work environment.

or as defined by Title IX of the 1972 Education Amendments:

> Sexual harassment consists of verbal or physical conduct of a sexual nature, imposed on the basis of sex, by an employee or agent of a recipient that denies, limits, provides different, or conditions the provision of aid, benefits, services or treatment protected under Title IX. (Wishnietsky, 1992).

Individuals view sexual harassment from their personal experience and vantage point. What one considers teasing, kidding and flirting may be considered sexual harassment by another.

The court views sexual harassment as two types of conduct. Quid pro quo occurs when sexual favors are requested in return for some type of benefit, something for something. A teacher who tells a student that the student's grade will be determined by the student's willingness to have sex with the teacher, is guilty of quid pro quo harassment. Hostile environment occurs when someone's behavior unreasonably interferes with an employee's work or a student's school performance or creates an intimidating, hostile or offensive work or school environment (Shakeshaft and Cohan, 1994).

Sexual harassment of students in elementary and secondary schools is well documented, less so for faculty and staff. However, faculty/staff harassment complaints have increased over the last five years.

The state of Minnesota, which has been a pioneer in dealing with sexual harassment in the public schools, has data that shows staff to student and student to student harassment is common. In one study of high school students, 80 percent of the students reported that they were aware of sexual harassment at their schools; 75 percent said they were aware of sexual harassment between students and 50 percent were aware of sexual harassment between students and staff. Another Minnesota study of 250 students attending a vocational high school found that almost

half of the female students reported having been verbally or physically harassed at school by their peers (Byers & Price, 1986).

According to a June 1993 survey commissioned by the American Association of University Women (Mentell, 1993), four in five 8th through 11th grade public school students have experienced some form of sexual harassment in their school life. Eighty-five percent of the girls and 76% of the boys reported at least one incident of sexual harassment. Court decisions reviewed by Winks (1982) find that in the majority of sexual misconduct cases between students and teachers the student is female.

Van Gelder (1992) reports that often high school students are too intimidated to complain about their teachers' sexist comments and, unfortunately, teachers are often unaware of how sex bias can be reinforced in both instruction and curriculum (University of Louisville 1987).

History of Sexual Harassment

The term sexual harassment came into use in 1975 as activist and authors began to discuss the issue. In 1980, after congressional hearings, the EEOC published guidelines on harassment (Wishnietsky, 1992). The EEOC had little affect until 1986, when the Supreme Court agreed that sexual harassment did

violate civil rights. When, in October of 1991, the U.S. Senate held hearings regarding U.S. Supreme Court nominee Judge Clarence Thomas and law professor Anita Hill, the nation's attention focused on sexual harassment and brought the issue into the open and to the public's attention.

Cost of Sexual Harassment

Sexual harassment can prove to be very costly to school districts: as in attorney fees, awarded damages or settlement costs.

Students may sue a school district for damages under Title IX of the Education Amendment of 1972, based upon the landmark case heard by the U.S. Supreme Court in 1992, Franklin vs. Guinnett (Sandler, 1993). Sexual harassment is a form of sex discrimination and is also illegal under Title VII of the Civil Rights Act, the 14th Amendment and numerous state criminal and civil statutes (Stein, 1993).

In an out-of-court settlement, an eighth grade student in Petaluma, California, received $20,000 when the court found that the school district failed to protect her from the daily harassment of her eighth grade male peers. A small, private college in Washington state agreed to pay a student $125,000 plus attorney fees when the school was accused of knowing about, but

not stopping, sexual harassment by a faculty member (Northwest Women's Law Center, 1986).

Related costs to a school district involved in a sexual harassment court case include unfavorable publicity and loss of community support. Damage to employee moral and the loss of student trust are also penalties a school district must pay for allowing sexual harassment to occur within their schools.

Adverse Effect of Sexual Harassment on Education

A hostile learning environment impedes the academic success of children, as well as their social, emotional and physical sense of well-being (Lumsden, 1992). Not wanting to come to school, and cutting classes are results of in school sexual harassments as reported by the American Association of University Women 1993 survey, Hostile Hallways (Mentell, 1993). Gay students find that they are often victims of a hostile, homophobic atmosphere and victims of sexual harassment.

The survey also found that students who had experienced sexual harassment reported the following behavior as an aftermath of the harassment: not wanting to talk as much in class, harder to pay attention in class, causing them to do poorly on an assignment, lower grades and harder to study.

Clearly, administrators and school boards hoping to provide a safe, equitable learning environment for all students, must keep sexual harassment out of their schools.

Psychological and Emotional Impact

Psychological and emotional stress has also been documented as a result of sexual harassment. Victims report feelings of embarrassment, self-consciousness, and insecurities. Other adverse effects include decreased feelings of competence and confidence and increased feelings of anger, frustration, depression and anxiety (Riger, 1992).

Byers & Price (1986) report that adolescent females who had been sexually harassed reported feelings similar to those of rape victims, and they feared possible retaliation for filing complaints.

Illegality of Sexual Harassment

Because sexual harassment is illegal, educators may be liable if they fail to take action to prevent it, stop it, or handle complaints in a reasonable manner.

A school district's legal responsibilities as employer is sourced under federal law in Title VII of 1964 Civil Rights Act, as amended, which requires men and women to be treated equally in

all job matters. Title VII is enforced by the EEOC. A school district's legal responsibility to students is sourced under federal law in Title IX of the Education Amendments of 1972, prohibiting sexual discrimination by an institution that receives federal funding. Both employees and students may file a complaint under both Title VII and Title IX (Wishnietsky, 1991).

CHAPTER III

ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS

Goals and Expectations

The following goals and outcomes were projected for this practicum. The primary goal was to heighten the awareness and understanding of all school district employees and students regarding what constitutes sexual harassment, and how its harmful effects may have long lasting implications on the self-esteem of its victims. In addition, it was hoped that through the implementation of this practicum, district educators would come to the realization that sexual harassment is a serious threat that can compromise the quality of education provided to the young men and women of the school district.

Expected Outcomes

At the end of the practicum implementation:

1. The board of education will have rewritten the present sexual harassment policy, resulting in a comprehensive policy prohibiting sexual harassment throughout the school district, applying to all persons.
2. Using a pretest, posttest instrument, 80% of all students and staff will show an increased understanding

of what constitutes sexual harassment, by scoring additional correct answers on the posttest than scored on the pretest, or by scoring 100% on both pretest and posttest.

3. A review of discipline reports and parent complaints during the final two months of practicum implementation will indicate a decrease of 10 incidents of sexual harassment per week, from a current average of 30 per week.
4. Employee performance evaluations for the 95-96 school year will reflect a total absence of sexual harassment incidents.
5. In a classroom setting, students will be able to role play the differences between flirting and sexual harassment, measured by teacher observation.

Measurement of Outcomes

The sexual harassment pretest/posttest that was used to measure outcomes for this practicum was developed by the Thompson Publishing Group, Inc. as part of the Educational Guide to Controlling Sexual Harassment. The test is made up of 16 true/false questions related to understanding what defines sexual harassment. In addition, sample case studies for both the junior

high and high school students and staff were provided as both a pretest and posttest to determine if over an 8 month period increased understanding of sexual harassment had occurred. When given 8 case studies to determine whether sexual harassment was present, students and staff were expected to identify at a minimum 6 case studies correctly.

Discipline reports were to be kept on file in each school office. A report was to be filled out by the classroom teacher when a student was referred to the dean of students, or by the dean if misbehavior took place outside of the classroom. The report form required a short narrative section to be filled out which described the incident that occurred.

Parents complaints were to be recorded by both secretaries and principals and were available for review by the district administration.

Employee performance evaluations were to provide rating scales for job related skills, attitudes, leadership indicators and interpersonal relationships. Areas of concern were elaborated upon with a written narrative.

All of the above instruments were to be used to compile measurement data of the projected outcomes for this practicum.

CHAPTER IV

SOLUTION STRATEGY

Discussion and Evaluation of Possible Solutions

Students and staff members of the public school district in which this writer is employed did not have a clear understanding of what sexual harassment is, nor did they understand how damaging and long lasting the effects of sexual harassment can be.

The literature suggested a variety of possible methods to use to increase awareness and understanding of sexual harassment and also provided suggestions for prevention. Stringer et al. (1990) discussed how the business world addresses the problem of sexual harassment, starting with clear policy and staff development programs, followed by documentation and follow-up to any complaints. By setting a tone of seriousness and concern, an organization relays this attitude to its employees. A school district could also relay a message of zero tolerance of sexual harassment by providing strong policy, staff development and serious consequences.

Hickerson and Johnson (1992) presented solutions from the administrative perspective. Suggested ways to combat sexual harassment included policy development, curriculum that addresses the topic and establishing a code of conduct for all employees. In a school setting, repeated acts of sexual harassment by students could become cause for suspension or expulsion.

At the University of Michigan, workshops that encourage students to report any acts of sexual harassment to the proper school authorities are offered to all students in an effort to prevent a reoccurrence of the situation. The program titled, Tell Someone, (Beauvais, 1986) is designed to support students who are away from home and often unsure of whom to turn to for counsel and guidance.

In order for a sexual harassment policy to be effective, the beliefs that are stated in the policy must be reflected in the culture and value system of the organization (Thomann, Strickland and Gibbons, 1989) on a daily basis and apparent in all departments and divisions of the organization from the top down. All must do their part to prevent sexual harassment. Just as an organization would prohibit racial discrimination, a strong stance must be taken to eradicate sexual harassment.

Compiling information gained through the review of literature and NOVA Southeastern course work, this writer developed some solution strategies that proved to be viable.

By involving parents in the curriculum development and policy writing required to address sexual harassment in the school district, schools can help educate parents and create a bridge that will bring new attitudes and behaviors regarding sexual harassment into the home environment.

As part of the health curriculum, a sexual harassment unit could be presented to students through the use of guest speakers, video

tapes, pamphlets, and posters. A scheduling problem would exist as grades 7, 10, 11, and 12 do not require health class to be taken by all students, but an alternate class period may be found.

A district-wide staff development program could be implemented to bring the message of a sexual harassment free environment to all employees. Through this effort a new vision statement for the school district could be developed as a group project.

The general public could be informed of the steps the school district is taking to combat sexual harassment through the school newsletter, newspaper articles, and a presentation at a PTA meeting. By keeping the public aware of the stand the school district is taking against sexual harassment and the reasons why it is being done, the school district will be more likely to gain the support of the community in general.

Description and Justification for Solution Selected

The majority of the previously mentioned possible solutions were workable. Of those, the following solutions were selected by this author to achieve the goals of this practicum:

1. As part of the new employee orientation process, the school district's policy on sexual harassment will be explained to all new hirees. Just as information regarding the restrictions on the use of drugs, alcohol,

and tobacco is provided to all new staff, the school district will infer the importance it places on the sexual harassment policy by making it a part of the employment orientation.

2. To set a bench-mark in determining beliefs and the extent of knowledge students and staff possess regarding sexual harassment and its harmful effects, a pretest will be administered to all junior high and high school students and all employees.
3. A parent/school advisory committee will be created to give input to the Board of Education's policy committee regarding what defines sexual harassment, what the grievance procedure will be and what the penalties for sexual harassment will be. By involving parents, staff, and students in the creation of a new sexual harassment policy, all parties involved will have a sense of ownership and a shared paradigm of a harassment-free school district for all students and staff.
4. The school board will appoint one person to be the Human Rights Officer for the school district. By designating one person to be responsible for hearing complaints and taking appropriate follow-up action, the school district may avoid charges of ignoring complaints or passing the buck.

5. An ongoing staff development program will be introduced to all staff members to raise their awareness of what sexual harassment is, how it negatively affects the work environment, and to change negative employee behavior. The need for ongoing staff development versus a one-time, start-of-the-school-year presentation is two-fold. First, in order to convey the importance of the topic, the information needs to be presented as an ongoing theme, not a one shot program. Secondly, as new employees come on staff during the school year, they will need to hear the message also.
6. A unit addressing sexual harassment will be added to all English classes. Although the curriculum may be more easily accommodated by the health classes, scheduling requires all junior high and senior high school students to be enrolled in English classes, whereas health is only required at three of the seven grade levels that are included in the junior/senior high school grades.
7. A posttest will be used to assess the projected outcome that 80% of all students and staff will show an increase in understanding of what constitutes sexual harassment. Other documentation such as discipline reports and employee performance evaluations will also be reviewed

at the practicum end to evaluate if there has been a positive change in behavior among staff and students.

8. Using the local media and the school district newsletter, the public will be informed on an ongoing basis of the efforts being made to eliminate sexual harassment of students and staff within the school district. Public awareness builds community understanding and support for the school district and its programs.
9. The information and knowledge gained through the Practicum II process will also be shared with other school districts in the county that are interested in a design to eliminate sexual harassment within their schools.

All of the above solutions will be directed to achieving the practicum goals of increased understanding of sexual harassment and preventing its occurrence in the junior/senior high school environment.

Report of Action Taken

The steps taken to raise the awareness of sexual harassment and to prevent its occurrence in the junior/senior high school environment were a systemic progression of the activities outlined in the calendar of events which was part of the practicum proposal. A report of this action taken, condensed into a monthly summary follows.

During the first month of this practicum, as a part of the interview process, all potential employees were informed that the school district was a smoke free, drug free and harassment free environment for the benefit of all staff and students.

The pretest of beliefs and attitudes regarding sexual harassment was prepared and administered to all staff on the first institute day of the new school year. The results were tabulated.

Also during the first month of the practicum, the School Board, at its regularly scheduled monthly meeting, appointed this writer the Human Rights Officer for the school district. Anyone with complaints regarding special education, Section 504, Title IX, free waivers, or sexual harassment are directed to this office. This information was printed in the district newsletter to parents and in the student handbook.

The second month of the practicum implementation saw many of the administrative details of the practicum being attended to. Posters and booklets addressing sexual harassment were ordered through the publisher. The intent of purchasing these materials was to raise the awareness of sexual harassment throughout the school environment.

The advisory committee was created with the approval of the BOE and requests for volunteers were made public through the district newsletter, the PTA and the local press.

A presentation regarding sexual harassment was provided to all staff as part of an inservice activity. Two professors from a nearby college were the speakers. They defined sexual harassment and discussed their personal research and other research that has been completed on the topic of sexual harassment.

At the close of the second practicum month, the advisory committee held its first meeting in the district administration office. Sexual harassment was defined and examples of its occurrence in the schools were discussed. Committee members related personal instances of being harassed in school and in their workplace. Research regarding how sexual harassment can affect academic achievement was shared with committee members. Sample sexual harassment policies were provided for review and in preparation for the following committee meeting when a rough draft of a district policy on sexual harassment would be formulated.

During month three, the advisory committee met again. A draft copy of a district policy on sexual harassment applying to all employees and students was developed after much discussion. Upon agreement, this writer was directed to prepare the policy for forwarding to the BOE policy committee.

A pretest of beliefs and attitudes regarding sexual harassment was administered to all junior/senior high school students and the results were compiled.

The student council placed the posters that had arrived throughout the hallways and classrooms of the school district.

During the final week of month three, the first of nine 45 minute presentations was introduced to the students as part of their physical education curriculum.

These weekly presentations regarding sexual harassment continued throughout month four of the practicum.

The proposed policy from the advisory committee was forwarded to the BOE policy committee for their consideration. With only minor changes, the BOE policy committee agreed to submit the sexual harassment policy to the BOE for a first reading with a recommendation for approval.

A student assembly provided a speaker and video tape with numerous vignettes depicting situations which could or could not be labeled as sexual harassment. The audiences enjoyed voting on the outcome before it was revealed on the tape. Students were eager to participate in the discussion that followed.

A second staff inservice addressing sexual harassment had to be rescheduled due to dangerous weather conditions.

Also during the fourth month, administrators met on numerous occasions to develop the complaint process and disciplinary procedures that would accompany the proposed policy on sexual harassment.

The fifth month of the practicum continued with the weekly presentation on sexual harassment. The physical education teachers reported that the students enjoyed and looked forward to

the program. Class activities included role playing and assertiveness training. Five students volunteered to video tape some of the role playing activities.

At the monthly BOE meeting, the new policy on sexual harassment had its first reading. The BOE president announced that comments would be accepted from the public until the second reading and (tentative) approval at the following month's meeting.

The sixth month of the practicum implementation resulted in the BOE adopting a new policy on sexual harassment, applying to both staff and students. The BOE president had received no comments from the public regarding the new policy. Two members of the audience expressed their approval to the BOE for expanding the policy to apply to students. The new policy was distributed to all staff members.

The staff inservice which had to be cancelled during month four was presented to the staff. The speaker was provided by the American Association of University Women.

Students received their copy of the new policy in their physical education classes. This was done in conjunction with the viewing of the student produced video dealing with sexual harassment. These activities concluded the nine week curriculum addressing sexual harassment.

During the seventh month of implementation, all department heads and principals were asked to review all employee performance records for the current year and record any

occurrences that could be identified as sexual harassment, using the new policy as a guide in determination.

Principals were also asked to compile a list of complaints within the last two months from students, staff and parents that would indicate some type of sexual harassment activity taking place in the school environment.

A request was made of all school deans, again using the new sexual harassment policy as a guideline, to provide a written account of any student discipline reports for the last two months that included acts of sexual harassment.

As part of the eighth month practicum activities, all of this information was then compiled and reviewed during week 33 by this writer to determine if success in curtailing incidents of sexual harassment had indeed decreased as previously projected in the practicum outcomes.

The findings derived from the above information were reported to the BOE, the staff and the students. The video tape the students had created was submitted to the community access channel of the local cable television company for broadcasting consideration.

As a culminating activity involving students and staff, a posttest of beliefs and attitudes was administered. An analysis of the assessment results was then completed for comparison to pretest results. This was done to determine if increased understanding of sexual harassment had occurred, as was projected as a practicum outcome.

Through the county-wide curriculum council, which includes 19 public school districts plus parochial schools, the methods used to implement the practicum and the practicum results were shared with educators throughout the county. Many school districts expressed interest in implementing a program to abate sexual harassment.

Unexpected Events and Roadblocks

During the implementation of the practicum, several unexpected events and one roadblock took place.

The first unexpected event occurred during the first staff development presentation. A male math teacher challenged the presenter's research, demanded to know who determined the definition of sexual harassment and professed that all the women working in the school district were self-confident, professionals and who would never need to worry about sexual harassment. Several women in the audience told him to sit down and allow the presenter to continue. The presenter handled the interruption well, offering to speak with the individual at the scheduled break. It was observed that the offer was not accepted.

Another unexpected event was the response of the English teachers when they were approached with the plan of including the sexual harassment curriculum as part of the English department course work. Although they understood the necessity of offering the sexual harassment curriculum in a course that all students

were required to take, and although they felt the curriculum material was of high quality and important information for the students, they did not want to give up any of their instructional time to include it.

Rather than force teachers to teach something that they were reluctant to do, this writer looked for another course that all students were required to take. After explaining to the physical education teachers what the curriculum would include and the time requirement of one class period per week for nine weeks, it was agreed that the sexual harassment curriculum would be presented as part of the physical education course work.

The physical education teachers were willing to accept the curriculum addition for two reasons. First, during the winter months the weather forces gym classes to move inside and this addition to the curriculum would add something new to the many weeks of volleyball and basketball. Secondly, the teachers were well aware of the sexual harassment that takes place in the boys' and girls' locker-rooms.

In retrospect, this writer feels that the physical education classroom, rather than English class, may be a more appropriate setting for the sexual harassment curriculum.

The third unexpected event of the practicum was the interest and enthusiasm the students showed while participating in the sexual harassment course work. Students were eager to tell of

their experiences of sexual harassment and explain how acts of sexual harassment are often committed without thought or consideration.

The only road block encountered during the practicum implementation was when a sleet storm resulted in the cancelling of the second staff development presentation that had been scheduled for week fourteen. The presentation was rescheduled for week seventeen and this time the weather cooperated.

CHAPTER V

RESULTS, DISCUSSION, AND RECOMMENDATIONS

Results

Sexual harassment was occurring on an almost daily basis within the school district, although most of the perpetrators of this inappropriate behavior did not realize their actions were considered sexual harassment. All segments of the school population; students, teachers, support staff and administrators were found to have little understanding of the damaging effects of sexual harassment. Unfortunately most of the people who committed these acts of sexual harassment and those who witnessed the harassment viewed it as harmless teasing, kidding and flirting. Too often student to student sexual harassment was viewed as normal behavior of teenagers by the teachers and administrators responsible for preventing it from occurring in school.

This practicum provided educational opportunities for junior/senior high school students and school district employees to learn how to identify sexual harassment, to understand how it damages academic achievement, work production and self-esteem. The practicum also established a school environment that no longer tolerates sexual harassment of any kind.

The following presents the results obtained in this practicum for each outcome:

Outcome 1

The board of education will have rewritten the present sexual policy, resulting in a comprehensive policy prohibiting sexual harassment throughout the school district, applying to all persons.

A school district policy (see Appendix H) prohibiting sexual harassment by any employee or student of the school district was approved and adopted during the sixth month of the practicum implementation.

Outcome 2

Using a pretest, posttest instrument, 80% of all students and staff will show an increased understanding of what constitutes sexual harassment by scoring additional correct answers on the posttest than on the pretest, or by scoring 100% on both pretest and posttest.

Table 1 lists the posttest results for all grades 6-12 and for staff. All groups showed increased understanding of 96% or better, therefore outcome 2 was met.

Table 1

Percentages of Students, Per Grade Level, and Staff Scoring Additional Correct Answers on Posttest.

Grade	Percentage
6	100%
7	98%
8	99%
9	96%
10	100%
11	98%
12	100%
Staff	100%

Outcome 3

A review of discipline reports and parent complaints during the final two months of practicum implementation will indicate a decrease of 10 incidents of sexual harassment per week, from a current average of 30 per week.

Table 2 indicates that Outcome 3 was met and results surpassed the expectation.

Table 2

Weekly Discipline Reports and Parent Complaints of Sexual Harassment Grades 6 -12

Week	Reports/Complaints
25	12
26	14
27	17
28	11
29	15
30	12
31	13
32	10

Outcome 4

Employee performance evaluations for the 95-96 school year will reflect a total absence of sexual harassment incidents.

Review of employee performance evaluations for the current school year found one account of sexual harassment had occurred between employees. Outcome 4 was not met.

Table 3

Teachers' Response to the Question "Are Students in Your Class Able to Demonstrate the Difference Between Sexual Harassment and Flirting?"

Grade	Teachers' Response
6	Yes
7	Yes
8	Yes
9	Yes
10	Yes
11	Yes
12	Yes

Outcome 5

In a classroom setting, students will be able to role play the difference between flirting and sexual harassment, measured by teacher observation.

Physical education teachers reported that using role playing, students adequately demonstrated their understanding of the difference between flirting and sexual harassment, thus meeting Outcome 5.

Discussion

Working with the advisory committee to create the new sexual harassment policy provided an opportunity to observe how hurtful and harmful sexual harassment is. Every committee member was able to recall at least one incident in which they had been sexually harassed. Several people were able to recount in vivid detail harassment that they had endured as young adolescents. These accounts reflect the findings of Byers & Price (1986) in their study of female vocational students that indicate 50 percent report being sexually harassed.

The first outcome, the adoption of the new sexual harassment policy was a major accomplishment of the practicum. As stated earlier, two people spoke after the BOE passed the policy, congratulating the BOE on taking a proactive stand. A few days later, a note was received from a parent, thanking the BOE for adopting the policy and reminding the Board members that school is the one place where parents cannot protect their children from the cruelty of other children. The parent went on from there to express the hope that the implementation of this policy will help prevent the hurtful behaviors so often found in a school setting. Behaviors which often result in long lasting damage to a child's self-image, as documented by Lunsden (1992).

The second outcome, as shown in Table 1 was met by every grade level and by 100% of the school district staff. The percentage of students and staff meeting the second outcome was determined by comparing individual pretest and posttest scores to determine if an increased number of correct answers were given on the posttest as compared to the pretest. It is noted that 36 staff members out of a total of 86 were able to answer all post-test questions correctly, however no one was able to answer all pretest questions correctly.

The expectations for the third outcome were not only met, but as shown in Table 2, significantly surpassed the projection that reports and complaints of sexual harassment would decrease in total number per week by ten from a previous weekly average of 30.

The superintendent of the school district had predicted that reports and complaints would increase, based on his previous experience, as student awareness of what sexual harassment is increased. However, this has not occurred as of this date.

Although incidents of sexual harassment have decreased, there is still an ongoing need for the continued education about sexual harassment. Recently an incident of sexual harassment was recorded when a bus driver reported that a female high school student, who had been allowed to ride the elementary bus home, sat next to a fifth grade male student and rubbed his thigh while making moaning noises. The boy was very upset and reported the incident to the driver.

Although the high school student claimed that it was only done in fun, she was disciplined by losing the privilege to ride the elementary school bus, which leaves an hour after high school lets out, and by being directed to write a letter of apology to the fifth grade student. The high school dean of students suggested this approach in order that the young boy would have tangible proof that the high school student knew she did wrong. To this writer it was a novel adaptation of Sandler's (1993) suggested method of writing a letter to the sexual harasser, telling him/her what behavior is objectionable and to stop it immediately.

The letter of apology was written by the girl, and she appeared to be very remorseful regarding the incident, however, her father was very indignant that the school would label the incident sexual harassment. His paradigm viewed the incident as teasing and having fun. Since the incident occurred, he has made many attempts to implicate the fifth grade boy, who rides the same bus as this father's younger daughter, in many minor infractions of bus riding rules such as drinking pop, throwing paper and changing seats, as reported to him by his younger daughter.

Although the school board policy clearly states that no retribution will occur to those who report incidents of sexual harassment, the school administration will clearly need to insure that this does not happen.

An incident that happened in the food service department was the cause for not meeting the fourth outcome.

Upon quitting her position as a food service worker, a women stated one of her reasons for leaving was continued harassment by a male worker, whom she claimed call her bitch and slut on a daily basis. The worker who quit, declined all efforts of this writer to investigate the accusation, while the other individual, still employed by the school district, claimed to have only called her bitch and not a slut and only on two occasions for which he had apologized. This male could not perceive how swearing at a woman could be considered sexual harassment. Konrad and Gutek (1986) refers to this as gender stereotyping, which occurs when one sex holds rigid beliefs about what is appropriate behavior for men and women. Often this gender stereotyping results in behaviors of sexual harassment of which the perpetrator is oblivious.

Due to this recorded incident, the fourth outcome which had projected a total absence of sexual harassment incidents involving employees was not met.

Riger (1992) discussed the emotions women experience as a result of sexual harassment. Fear, depression, anxiety and anger are all common. This women, that chose to leave her employment, exhibited great anger, as expressed in a four page letter she wrote to this writer, upon her resignation.

Students displayed much interest while participating in the sexual harassment curriculum. The fifth outcome, was met

as indicated in Table 3, when students, were placed in small groups of three or four, and role played how flirting and sexual harassment differ. A small group of high school students made a video tape that discussed sexual harassment, demonstrated flirting vs. sexual harassment and provided models for telling someone to stop whatever behavior one finds offensive.

This video tape was shown with pride by its producers at the end of the nine weeks.

Four of the five projected outcomes of this practicum were met; the school district has a strong policy prohibiting sexual harassment, 80 percent or better of all staff and students gained understanding of what sexual harassment is, complaints and reports of sexual harassment decreased during the implementation period and students are able to demonstrate their knowledge regarding sexual harassment.

Although this practicum has made remarkable gains in educating both staff and students about sexual harassment, the pervasiveness of the problem requires that an ongoing program of sexual harassment education be adopted by the school district.

Recommendations

Recommendations for implementation of this practicum in another setting would include:

1. An organization should have a strong policy prohibiting sexual harassment in place before efforts to educate students/staff begin.
2. Provide many opportunities for students/staff to actively participate through testimony, debate and role playing.
3. Make sexual harassment awareness training an ongoing goal.

Dissemination

The practicum plan and results have been shared with the county curriculum council. The video tape made by the students has been submitted to the local cable television network for broadcast consideration on the public access channel. Other dissemination plans include sharing the information with private organizations and through workshop presentations.

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APPENDIX A

A SEXUAL HARASSMENT PRE-TRAINING QUIZ

Sexual Harassment Pre-Training Quiz

1. **True or False** Pinching, patting or verbally teasing co-workers or students is harmless.
2. **True or False** If a woman remains in a job or a student does not change classes after she has been sexually harassed, she must be enjoying the attention.
3. **True or False** Sexual harassment is not teasing and horseplay.
4. **True or False** If no touching occurs, an action does not constitute sexual harassment.
5. **True or False** The courts have strictly defined sexual harassment.
6. **True or False** Schools are responsible for the actions of employees but not for the conduct of non-employees present in the workplace or school environment.
7. **True or False** Teachers and administrators can take action to prevent sexual harassment.
8. **True or False** It is best to wait a month before investigating complaints of sexual harassment because waiting gives the harasser a chance to change his behavior voluntarily.
9. **True or False** When an investigation yields evidence of sexual harassment, immediate and firm disciplinary action should be taken.
10. **True or False** There is no such thing as sexual harassment among students because they are still young, growing and immature.
11. **True or False** A school cannot be held liable for sexually harassing behaviors of its employees if they all received a copy of the written policy prohibiting sexual harassment.
12. **True or False** Schools cannot be held liable for student-to-student harassment.
13. **True or False** If everyone laughs at dirty jokes, telling them cannot be considered sexual harassment.
14. **True or False** Use of profane language is not sexual harassment.
15. **True or False** Sexual harassment and sex discrimination are the same thing.
16. **True or False** Sexual harassment occurs only when men harass women.

APPENDIX B

ANSWERS TO THE PRE-TRAINING QUIZ

Answers to the Pre-Training Quiz

1. **False** It can be very harmful.
2. **False** She may remain for reasons of economic necessity or because the class is required. The benefits of other aspects of the job or class may outweigh the anger or humiliation caused by the sexual harassment. There are innumerable possible explanations, and it is unwise and harmful to simply assume that she "enjoys the attention."
3. **True and False** It depends. If the teasing and horseplay single out a person by gender, focus on gender-related physical attributes or are clearly offensive to a person, they may create a hostile environment.
4. **False** The courts have ruled that non-verbal harassment, such as stares and gestures, can constitute sexual harassment. The display of offensive posters and pictures can create a hostile environment.
5. **False** The courts, EEOC and OCR have guidelines focusing on the severity, frequency and effects of the behavior, but none of these gives a comprehensive list of what is and is not sexual harassment.
6. **False** Schools are responsible for the third parties if they know or should have known of the harassing behavior.
7. **True** Yes, and the remainder of the training will highlight them.
8. **False** It is crucial to take immediate action for the sake of both parties and the liability of the institution.
9. **True** Without a doubt, otherwise the school's sexual harassment policy is undermined.
10. **False** The "boys will be boys" rationale is no longer acceptable. It has been recognized that students can inflict real and substantial harm upon one another.
11. **False** However, a good policy that is widely distributed may help lessen the school's liability should a case proceed to court.
12. **False** Courts and enforcement agencies increasingly are finding schools liable for student-to-student sexual harassment.
13. **False** Just because people laugh at a joke doesn't mean they aren't offended.
14. **True and False** It may be. Depending upon the severity and frequency of the profanity, it may create a hostile environment.
15. **False** Sexual harassment is a form of sex discrimination but sex discrimination is not always sexual harassment. For instance, promoting a less-qualified male employee over a more qualified female employee might be a case of sex discrimination, but it is not sexual harassment unless the promotion was retaliation for the female employee's refusal to have sex with the supervisor or if the supervisor had created a hostile environment which interfered with the person's ability to work.
16. **False** Women can sexually harass men, and the number of reported incidents is rising. Sexual harassment can also be male-to-male and female-to-female.

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APPENDIX C

SHORT CASE STUDIES - ELEMENTARY

Short Case Studies

Elementary

Which of the situations below involve sexual harassment?

1. Bobby and Joe, two fourth grade boys, continually call Renee, a second grade girl on the morning bus, words like "bitch," "slut" and "whore."

2. Trevor winks at Steven and then pulls Tina's ponytail until she cries.

3. Suzy and Laura, third graders, never wear dresses on Friday anymore because a group of their male classmates run by on the playground and flip up their dresses to see their underwear.

4. The big fifth grade boys call Norman a geek, loser and shrimp because he's the smallest guy in the class.

5. Sam, a first grader, complains that he feels "weird" when his teacher holds him on his lap and touches him in "private" places.

6. Ms. Clark feels very uncomfortable when the vice-principal makes remarks in the teachers lounge laden with sexual innuendo clearly directed at her.

7. Fourth grade girls chase the boys they like during recess.

8. A guard at the museum where the third graders went on their field trip patted five of the girls on the bottom as they exited the museum.

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APPENDIX D

ANSWERS TO SHORT CASE STUDIES - ELEMENTARY

ANSWERS TO SHORT CASE STUDIES

ELEMENTARY

1. **Yes.** According to the U.S. Education Department's Office for Civil Rights, such conduct qualifies as sexual harassment because it is based on the victim's gender.

2. Based on a single incident, this conduct is almost certainly not sexual harassment, especially since the behavior is not *sexual*. However, if the conduct is part of a larger pattern of harassment directed by boys in the class toward girls, a case could be made that the school is permitting a hostile environment toward girls.

3. **Yes.** This is clearly sexual conduct based on the girls' gender. It inhibits their ability to wear what they want to school.

4. This is *harassment*, which the school should take measures to stop. But it doesn't appear to be *sexual* harassment: it is not based on Norman's gender, but on his small size and vulnerability. The harassment does not appear to have a sexual element to it, either. The fact that misconduct involves boys harassing boys (or girls harassing girls), however, does not necessarily rule out a finding of sexual harassment. Various regions of the Office for Civil Rights have made conflicting rulings on same-sex harassment – one region refusing to investigate a case involving male elementary school students harassing a male classmate, another region finding a school district in violation of Title IX for permitting high school girls to harass a female classmate. The safest course is to treat any harassment between students, regardless of their sex, as possible sexual harassment discrimination if (1) it is sexual, (2) repeated or persistent, or (3) would not have occurred in the way it did but for the sex of the victim.

5. **Yes.** This is not only sexual harassment, but, depending on state or local statutes, could also be child molestation, and the teacher could be charged with criminal penalties.

6. **Yes.** Even though the behavior is not physical, the verbal sexual innuendo creates a hostile environment.

7. If the boys don't find the behavior unwelcome, it is not sexual harassment. But even if unwelcome, the chasing in and of itself is not sexual harassment unless it's part of a larger pattern of abuse directed by girls against boys or boys against girls.

8. **Yes.** This is sexual harassment, even if perpetrated by a third party. The school has a responsibility to properly supervise students on school-sponsored field trips; its liability for the incident will probably hinge on whether it could have done anything to prevent the guard's misconduct or on how quickly and effectively it handled and resolved the incident once aware of the misconduct.

APPENDIX E

SHORT CASE STUDIES - SECONDARY

Short Case Studies

Secondary

Which of the situations below involve sexual harassment?

1. In the girls' locker room, Amy and Michelle, the captains of the middle school basketball team, tease Suzanne about the small size of her breasts.

2. The boys burst out laughing when Richard and Charlie hold up a *Playboy* centerfold in the middle of science class.

3. Bill and Reggie, two eighth grade boys, are caught looking into the girls' locker room through a peephole.

4. Mr. Packer makes sexual comments when discussing the female anatomy and pointedly refers to Anita, a large-breasted junior, as a prime example.

5. The boys' football team lines the hallway between the lockers and grabs at the high school girls as they try to get to their lockers.

6. The school allocates large amounts of money and resources for the boys' football teams while the girls' teams have to play in ten-year-old uniforms.

7. A group of boys and girls calls a fellow student a "hot dog slut" and says she sleeps with hot dogs.

8. Ms. Winchell is Mr. Curtis' student teacher for tenth grade geometry. During several of her lectures Mr. Curtis winks at her, makes obscene gestures and mouths come-ons from the back of the room.

9. The ninth grade field trip to the county court house ends with several girls in tears after they were pinched by a couple of bailiffs.

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APPENDIX F

ANSWERS TO SHORT CASE STUDIES

ANSWERS TO SHORT CASE STUDIES

SECONDARY

1. **Probably not,** although it may violate school policy. The conduct, if unwelcome, may be insensitive, and it may embarrass Suzanne. But, assuming it only occurred once, it does not constitute a severe or pervasive pattern of harassment based on Suzanne's gender. The fact that both the harassers and the harassed person are of the same gender is not necessarily depositive, however, since the Office for Civil Rights has sometimes found sexual misconduct between students of the same-gender to be sexual harassment and sometimes not. School officials should keep a record to see if the conduct is repeated often enough to become severe and pervasive sexual harassment.

2. **Probably not,** unless such conduct is part of a pattern of similar misconduct that the school permits. If the teacher or another school official fails to quickly and appropriately counsel and/or discipline the male students and stop such behavior, the school could be found in violation of Title IX for permitting a hostile environment against female students.

3. **Probably not,** unless the conduct is part of a pattern of sexual misconduct that the school permits. The school should immediately repair the peephole once aware of it, however, or it could be found in violation of Title IX for permitting a sexually hostile environment against female students. The school should also counsel the peepers.

4. **Yes.** This is a clear cut case of hostile environment sexual harassment by a teacher, for which the school could be found liable.

5. **Yes.** The behavior is clearly inappropriate and physically threatening.

6. **No.** This is an example of sexual discrimination, not sexual harassment. Whatever its name, however, the district could be found liable if it fails to address the discrimination.

7. **Yes.** In a recent court case, a California court declared that these very words, constantly repeated and combined with other verbal slurs of a sexual nature directed to a female student could constitute sexual harassment because it creates a hostile environment.

8. **Yes.** Mr. Curtis is taking advantage of his position as a supervisory teacher and making it impossible for Ms. Winchell to do her job effectively. While it has not escalated to *quid pro quo* sexual harassment, it certainly creates an unwelcome, hostile environment for Ms. Winchell.

9. **Yes.** This is third party sexual harassment for which the school could be held responsible because the students were on a school-sponsored field trip. The extent of the school's liability will depend to a great extent on how carefully the students were supervised, whether the school could have taken precautions against such misconduct, and how quickly and effectively it acted once aware of the misconduct.

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APPENDIX G

PERMISSION TO COPY

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APPENDIX H

DISTRICT POLICY

STUDENTS/PERSONNEL

SEXUAL HARASSMENT

It is the policy of this School District to provide for its employees and students an educational and employment environment free of sexual harassment, including unwelcome sexual advances, requests for sexual favors and other verbal or physical sexually directed conduct or communications (directly or by innuendo). Prohibited activity includes touching, verbal comments, suggestive movements, leers, impeding progress and continuing with undesired attention, and comments upon sexual preferences of an individual.

It shall be a violation of this policy for anyone to engage in sexual harassment as specified in this policy.

Employment

Sexual harassment in employment violates Illinois law:

Illinois Human Rights Act, Ch. 68, Ill. Rev. Stats.:

> Par. 1-102: It is the public policy of the State: (A)...to prevent...sexual harassment in employment... and sexual harassment in higher education.
>
> Para. 2-101(E) "Sexual harassment" means any unwelcome sexual advances or requests for sexual favors or any conduct of a sexual nature when (1) submission to such conduct is made either explicitly or implicitly a term of condition of an individual's employment, (2) submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual, or (3) such conduct has the purpose or effect of substantially interfering with an individual's work performance or creating an intimidating, hostile or offensive working environment.

Contact by Employees with Fellow Workers or Students

Sexual harassment by an employee of another employee or student violates the policy of this Board prohibiting sexual harassment.

Because of the age differential and the special access position of employees in contrast to students, sexual harassment of a student by an employee is deemed extremely serious.

STUDENTS/PERSONNEL

SEXUAL HARASSMENT - continued

Whenever such misconduct exists, prompt and corrective action should be taken by the District's administration, following knowledge of such activity.

Violation of this policy may result in discipline of employees, including discharge.

There are no express time limits for initiating complaints and grievances under this policy; however, every effort should be made to file such complaints as soon as possible, while facts are known and potential witnesses are available.

Students

Harassment by one student of another student or an employee of the District on a sexual level is prohibited. Harassment on a sexual basis is prohibited whether or not the perpetrator is the same sex as the object of the sexual activity.

Violation of this policy may result in discipline of students including suspension or expulsion.

Procedures

Employees or students who feel aggrieved because of claimed sexual harassment have several means available to make their concerns known:

An aggrieved person may directly inform the person engaging in sexually harassing conduct that such conduct is offensive and must stop.

An aggrieved individual who does not wish to communicate directly with the person whose conduct is offensive or if the direct communication with the offending party has been unavailing, should contact an administrative staff for counseling and assistance.

An aggrieved person alleging either sexual harassment by anyone with supervisory authority, or failure by administrative staff to take satisfactory action on the individual's complaint, may also file a formal grievance with the School Board Secretary.

STUDENTS/PERSONNEL

SEXUAL HARASSMENT - continued

Regardless of the means selected for resolving the problem, the initiation of a complaint of sexual harassment will not adversely affect the complainant's employment, compensation or work assignments or a student's status, unless it is determined that the complaint was false and the person making the complaint knew it was false when made.

All levels of administration have a special responsibility for implementation of the administration of this policy. If behavior is observed which violates this policy, the person observing such behavior shall bring the matter to the attention of either the Superintendent or designated administration representative for appropriate action. If any employee, student or other individual files a complaint, the administration representative with whom the complaint is filed shall inform the complainant of his or her rights under this policy and cause an investigation to be undertaken and appropriate action to be implemented. If a problem is beyond the capability of the administration representative to effectively deal with, the matter shall be referred to the Superintendent for appropriate action. In all cases, the administration representative handling the complaint shall provide the Superintendent with a complete written report, unless the Superintendent is the subject of the investigation, in which case the report should be filed with the president of the Board of Education. Upon completion of the investigation both the individual filing the complaint and the alleged perpetrator shall be informed of the findings of the investigation.

LEG. REF.: Ill. Human Rights Act ch.

CROSS REF. 500.23

ADOPTED: December 21, 1995